

Larry Schweinhart, President,
HighScope Educational
Research Foundation.

***"Does anybody doubt
that we know the
strong and positive
effects that high-quality
preschool has? Now,
it's time for us to stop
debating it and just get
to it!"***



Discussing the GSRP Longitudinal Evaluation
during a National Women's Law Center webinar.
July 16, 2012.

Moving Ahead Together

Day Two

2



August 2012

Agenda

- PQA: Scoring and Specific Items
- Break
- Coaching/Mentoring
- Lunch
- Coaching/Mentoring, continued
- Wrap-Up







PQA

Preschool Program Quality Assessment

Second Edition



Form A — Classroom Items

HighScope Educational Research Foundation

Scores

www.onlinepqa.net

www.michigan.gov/gsrp

- Scores on the PQA range from 1 to 5.
- 1 represents low quality.
- 5 represents exceptional quality.
- A useful way to interpret the PQA is that scores less than 3 indicate low quality, scores between 3 and 4.49 indicate medium quality, and scores at or above 4.5 indicate high quality.

What do we DO with the data?

Share with families

Report to funder

Advocate to legislators!

Share nationally

Share with school boards

Use for continuous improvement efforts

PQA



Classroom Items (Form A)

I. LEARNING ENVIRONMENT

- A. Safe and healthy environment
- B. Defined interest areas
- C. Logically located interest areas
- D. Outdoor space, equipment, materials
- E. Organization and labeling of materials
- F. Varied and open-ended materials
- G. Plentiful materials
- H. Diversity-related materials
- I. Displays of child-initiated work

II. DAILY ROUTINE

- A. Consistent daily routine
- B. Parts of the day
- C. Appropriate time for each part of day
- D. Time for child planning

- E. Time for child-initiated activities
- F. Time for child recall
- G. Small-group time
- H. Large-group time
- I. Choices during transition times
- J. Cleanup time with reasonable choices
- K. Snack or meal time
- L. Outside time

III. ADULT-CHILD INTERACTION

- A. Meeting basic physical needs
- B. Handling separation from home
- C. Warm and caring atmosphere
- D. Support for child communication
- E. Support for non-English speakers
- F. Adults as partners in play

- G. Encouragement of child initiatives
- H. Support for child learning at group times
- I. Opportunities for child exploration
- J. Acknowledgment of child efforts
- K. Encouragement for peer interactions
- L. Independent problem solving
- M. Conflict resolution

IV. CURRICULUM PLANNING AND ASSESSMENT

- A. Curriculum model
- B. Team teaching
- C. Comprehensive child records
- D. Anecdotal note taking by staff
- E. Use of child observation measure

Agency Items (Form B)

V. PARENT INVOLVEMENT AND FAMILY SERVICES

- A. Opportunities for involvement
- B. Parents on policy-making committees
- C. Parent participation in child activities
- D. Sharing of curriculum information
- E. Staff-parent informal interactions
- F. Extending learning at home
- G. Formal meetings with parents
- H. Diagnostic/special education services
- I. Service referrals as needed
- J. Transition to kindergarten

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

- A. Program director background
- B. Instructional staff background
- C. Support staff orientation and supervision
- D. Ongoing professional development
- E. Inservice training content and methods
- F. Observation and feedback
- G. Professional organization affiliation

VII. PROGRAM MANAGEMENT

- A. Program licensed
- B. Continuity in instructional staff
- C. Program assessment
- D. Recruitment and enrollment plan
- E. Operating policies and procedures
- F. Accessibility for those with disabilities
- G. Adequacy of program funding

IV. CURRICULUM PLANNING AND ASSESSMENT

Circle one indicator level for this standard

IV-A. Staff use a comprehensive and documented curriculum model or educational approach to guide teaching practices.

Standard Questions

1. Do you use one or more curriculum model(s)? (If yes) Which one(s)?
2. Is the curriculum model or educational approach documented?

Level

- ☐ Staff do not use a curriculum model or educational approach to guide teaching practices.

- ☐ The curriculum model or educational approach is documented.

IV. CURRICULUM PLANNING AND ASSESSMENT

Circle one indicator level for this standard

IV-E. Staff regularly use a child observation measure of proven reliability and validity to assess children's developmental progress.

☐ Child observation measure is used.

Standard Questions

1. Do you use a child observation measure? (If yes):
 - a. What is the name of the measure?
 - b. How often do you complete the measure?

Level 1 Indicators

- ☐ Staff do not use a child observation measure.

Level 3 Indicators

- ☐ Staff use a child observation measure that is of unknown reliability and validity.

Level 5 Indicators

- ☐ Staff use a child observation measure that is of proven reliability and validity (e.g., the High/Scope Child Observation Record, Work Sampling).

Supporting Evidence/Analysis

- ☐ Staff do not use a child observation measure to assess children's developmental progress.

- ☐ Staff use a child observation measure once a year to assess children's developmental progress.

- ☐ Staff use a child observation measure twice a year or more often to assess children's developmental progress.

I. LEARNING ENVIRONMENT

I-H. Materials reflect human diversity and the positive aspects of children's homes and community cultures.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

☐ Check here if not observed or reported.

Standard Question

I. What cultures and backgrounds (e.g., jobs, interests, hobbies) are represented in the children in your program and the surrounding community?

Level 1 Indicators

- ☐ Materials do not reflect the home and community cultures or special needs of program children.

Level 3 Indicators

- ☐ Materials reflect the home and community cultures and/or special needs of some program children.

Level 5 Indicators

- ☐ Materials reflect the home and community cultures and special needs of program children (e.g., photos of family members, cooking utensils, music tapes, work clothes and tools, eyeglasses).

Supporting Evidence/Anecdotes

- ☐ Materials perpetuate cultural and gender stereotypes.

- ☐ Some materials reinforce cultural and gender stereotypes.

- ☐ Materials depict a wide range of nonstereotyped role models and cultures (e.g., picture books with women doctors and men doing housework; dress-up clothes for different chores and occupations available to all children; carpentry tools and cooking utensils used by adults and children of both sexes; stories, toys, and computer software depicting minorities as professionals).

- ☐ Materials reflect only one culture.

- ☐ Some multicultural materials are integrated into the classroom.

- ☐ Multicultural materials are integrated into the classroom (e.g., everyday and holiday clothes from other countries in dress-up area; food from the children's various cultures and religions served at snack and represented in containers in house area; music, books, and instruments from different times and places; eye-level reproductions of artwork from other countries in different media).

III. ADULT-CHILD INTERACTION

Circle one indicator level for this item based on the scoring rules on page 4.

III-M. Adults involve children in resolving conflicts.

1 2 3 4 5

☐ Check here if not observed or reported.

Level 1 Indicators

☐ Adults shame, scold, and/or punish children in conflict.

☐ Adults do not defuse the conflict situation.

☐ Adults decide what the problem is without input from children or don't state the problem at all.

☐ Adults solve problems for children without explanation.

Level 3 Indicators

☐ Adults provide children in conflict with statements about manners or morals.

☐ Adults partially defuse the conflict situation.

☐ Adults state the problem with some confirmation from the children (e.g., "Did you take that from her?").

☐ Adults sometimes impose their own ideas about how conflicts should be resolved and choose a solution.

Level 5 Indicators

☐ Adults treat conflict situations with children matter of factly.

☐ Adults defuse the conflict situation before moving into problem-solving.

- Approach children calmly and stop any hurtful actions.
- Acknowledge children's feelings.

☐ Adults involve children in identifying the problem:

- Gather information from the children (what happened, what upset the children).
- Restate the problem.

☐ Adults involve children in the process of finding and choosing a solution for a problem:

- Ask children for solutions and encourage them to choose one together.
- Be prepared to give follow-up support when children act on their decisions.

Supporting Evidence/Anecdotes



IV. CURRICULUM PLANNING AND ASSESSMENT

IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

☐ Check here if not observed or reported.

Standard Questions

1. Do staff have a regularly scheduled time for planning? (If yes):
 - a. When do they meet?
 - b. How often do they meet?
2. Who is responsible for planning activities?

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<input type="checkbox"/> Staff do not have regularly scheduled planning sessions.	<input type="checkbox"/> Staff meet once or twice a week to plan.	<input type="checkbox"/> Staff meet daily to discuss and make plans for the next day.	
<input type="checkbox"/> The head/lead teacher plans all activities.	<input type="checkbox"/> The head/lead teacher sometimes plans activities with other members of the teaching team.	<input type="checkbox"/> Teaching team members participate equally in planning activities.	
<input type="checkbox"/> Assistants and aides play minor nonteaching roles (e.g., wipe tables, prepare materials).	<input type="checkbox"/> Assistants and aides sometimes conduct and/or participate in children's activities.	<input type="checkbox"/> Teaching team members conduct and participate in children's activities.	



Table Activity

- Based on the evidence, what score would your group give? Would it match or not match the entered score?
- How might the evidence be rewritten to match the score that the rater gave it?
- What mechanisms are in place to support conversation about consistency of approach and sharing data? For example,
 - Support for new ECSs,
 - Conversation with those that are not here, today,
 - Conversation between ECSs and the ECC,
 - Using the PQA when talking to principals – specific things to look for in a quality preschool classroom.

What Legislators Need to Hear

- *Growing enrollment without providing necessary funds threatens program quality.*
- *We need to be certain that we emphasize underinvestment, despite the growing investments.*

~ NIEER 2011 Yearbook

~Sharon Lynn Kagan, 2012

Next Steps

